

has grown, partly compensating for limited availability of allied health placements [1]. Simulation can offer students high-fidelity experiences in protected learning environments where there are specific opportunities for reflection and performance evaluation. Evaluative judgment (EJ) is the ability of the learner to evaluate their own work and their peers [2]. Simulation can support students to develop EJ through feedback and assessment of performance.

**Methods:** A simulated occupational therapy placement was created, implemented and evaluated using a design-based research approach. Within the programme, students worked in groups, each with a designated academic facilitator from the teaching team. Simulated clients were portrayed by volunteer retired professionals. After each session, students self-evaluated their performance, provided peer feedback, and received verbal and written feedback from the academic facilitator. At the end of simulation, students reflected and graded their own performance based on the cumulative feedback in preparation for their next practice placement. Facilitators also completed the same evaluation with grades and comments on students' overall performance.

**Results:** The simulated placement enabled novice students to develop their practice skills and build confidence. Further, it also supported them to develop EJ. Specifically, post-session reflection time allowed students to identify areas of improvement. The post-session feedback discussion also provided peer feedback, engaging students in actively evaluating their observations of peer performance. Lastly, individualised feedback from the academic facilitators provided these novices with guidance for their future actions. At the end of simulated placement, having both students and academic facilitators completing the Evaluation of Foundational Placement Competencies (EFPC) assessment, enabled explicit comparison of the similarities and differences in their formal judgements of performance.

**Discussion:** When developing EJ, it is important that students can transfer their learning experience to a comparable situation to promote validation of their self-evaluation [3]. After this simulated placement, students undertook in-person, clinician-led placements. They prepared by creating action plans, providing a meaningful purpose for developing their EJ through reflection and assessment within the simulation programme. Students require useful constructive feedback to facilitate improvements in future performance and thus support their development of EJ [2]. The simulation context was particularly amenable to embedding authentic opportunities for students to receive quality feedback in both verbal and written formats. Overall, this model of simulation addresses student learning through self, peer and facilitator feedback, all of which are required elements within the development of EJ.

**Ethics statement:** Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

## REFERENCES

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## IN PRACTICE

### A73 DEVELOPING STUDENTS' EVALUATIVE JUDGEMENT THROUGH SIMULATED PRACTICE PLACEMENTS

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**Introduction:** The development and implementation of simulated placements based in higher education settings

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